



Early Years Policy

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Date of Next Review	September 2029
Headteacher	<i>R Swaby</i>
Chair of Governors	<i>M Hopkins</i>

Intent

At Delph Primary School, our Early Years Foundation Stage (EYFS), including the preschool setting, provides the foundation for children's lifelong learning, development, and wellbeing. We are committed to creating a play-rich environment which is nurturing, inclusive and stimulating where every child feels valued, safe and confident to explore, discover and achieve. *(Refer to our Delph Play Policy to see why and how play is essential and beneficial to child development).*

Our EYFS curriculum is designed to build on what children already know and can do, recognising the experiences they bring from home, their previous settings and the wider community. We provide rich first-hand experiences that develop curiosity, independence, resilience, ambition and integrity. Every child is recognised as a unique individual, and we celebrate diversity across our school community.

We believe that children learn best when they feel happy, secure and motivated. Through carefully planned teaching, purposeful play and meaningful enhancement opportunities, we support children to develop essential skills, knowledge, understanding and attitudes for learning. Our aim is to foster a lifelong love of learning throughout a child's journey with us.

Community involvement is an important part of our EYFS provision. We celebrate local traditions and offer opportunities for children to learn new skills, participate in events and develop a sense of belonging within the school and wider community.

Throughout their time in the EYFS, children at Delph Primary School develop confidence, independence and the ability to make choices, reflect on their learning and make connections across different experiences. They are supported to become thoughtful, capable and enthusiastic learners, ready for a successful transition into Year 1 (KS1).

We intend to:

- Follow children's interests and build on them through carefully planned opportunities that support learning, consolidate understanding and deepen knowledge, ensuring children are challenged and supported to make progress.
- Use both the indoor and outdoor environments effectively to promote learning through continuous provision and focused teaching.

- Ensure children are well prepared to achieve the Early Learning Goals by the end of the Foundation Stage and make continual and strong progress from their starting points.
- Support a smooth and successful transition into Key Stage 1.

Aims

At Delph, we aim for children to develop the essential skills that will enable them to learn, grow and connect with their world. We want every child to experience joy in their learning and to have agency - feeling confident, capable and in control of their own choices, ideas and development.

"Play is the highest expression of human development in childhood, for it alone is the free expression of what is in a child's soul."

Friedrich Froebel

Implementation- Teaching & Learning

Both our Pre-School and Reception Class, follow the Early Years Foundation Stage Statutory Framework as published by the Department for Education. This framework sets out the requirements for learning and development in the Early Years and identifies the prime and specific areas of learning that form the basis of our curriculum.

Our EYFS curriculum is ambitious, child-centered, planned and enriched through engaging themes (in Reception) and children's own interests (in Pre-school), quality texts and memorable experiences that capture children's curiosity and interest.

Learning is carefully sequenced to develop skills ready for the next stage. We value active learning and ensure that children are motivated, engaged and enthusiastic about their learning. Staff take time to get to know each child's interests, strengths and preferences so that provision can be personalised and responsive to individual needs.

All seven areas of learning are planned for and revisited throughout the year to ensure a broad, balanced and progressive curriculum. Children develop new skills, acquire new knowledge and demonstrate understanding through the following areas:

- Personal, Social and Emotional Development
- Physical Development
- Communication and Language
- Literacy

- Mathematics
- Understanding the World
- Expressive Arts and Design

These areas inform our planning, teaching and assessment. Our curriculum is flexible, allowing children's unique interests, ideas and fascinations to shape learning where appropriate. Each week, children take part in a range of child-initiated and adult-led activities across both the indoor and outdoor learning environments. They also receive regular adult support, including reading, phonics and focused teaching sessions appropriate to their age and stage of development.

A key feature of our EYFS provision is continuous provision. This enables children to revisit and apply learned knowledge and skills independently across the year, supporting the development of important life skills such as independence, creativity, innovation, enquiry, analysis and problem-solving. Children are given opportunities to learn independently, collaborate with peers and alongside skilled adults throughout the school day.

Outdoor provision is an integral part of our EYFS curriculum, providing rich opportunities for children to explore, investigate, develop skills and demonstrate their learning in different contexts.

In Reception, daily guided activities are planned carefully to cover different areas of the EYFS curriculum and to support children's next steps. Through ongoing observation, discussion and interaction, staff identify children's strengths, needs and areas for development. This information is used to inform future planning. Where needed, interventions are put in place for individuals or groups to ensure every child can succeed.

In Pre-school planning is flexible and 'in the moment', with strong, consistent routines and time for child-led play, adult interactions and guided times (older children will need more of this).

Children in EYFS learn through playing and exploring, active learning and creating and thinking critically, both indoors and outdoors. Our outdoor provision is used throughout the year and in most weather conditions, reflecting our belief that the outdoor environment is a vital part of effective Early Years practice. All activities are planned with the Characteristics of Effective Learning in mind:

- Playing and Exploring - children investigate and experience things and have a go.

- Active Learning - children concentrate, keep trying when difficulties arise and celebrate achievements.
- Creating and Thinking Critically - children develop their own ideas, make links between ideas and develop strategies for doing things.

Wider curriculum experiences are also an important part of our EYFS offer. Children take part in performances such as the Christmas Nativity, Harvest celebrations and a visit to the local pantomime. In Reception, they receive certificates in assembly and enjoy educational visits and visitors linked to their learning. These may include professionals and community members such as nurses, farmers and bakers.

We place a strong emphasis on supporting successful transitions, recognising that children thrive when they feel happy, secure and confident as they move to their next stage of learning. We provide regular opportunities for Pre-school and Reception children to play and learn together, enabling children and staff to become familiar with one another in advance.

As children move from Reception into Year 1, shared spaces, classroom visits and opportunities to spend time together help children build confidence and feel ready for the next stage. This close continuity supports staff to develop a good understanding of children's individual needs and ensures that transitions are positive, nurturing and well supported.

Impact

At Delph Pre-school and Reception Class, children leave with the essential skills, knowledge and confidence they need to continue their learning journey successfully. They are happy, curious and independent learners who show agency in their play and learning, making choices, taking risks and developing resilience.

Children make strong progress from their starting points and are well prepared for the next stage of their education. They communicate effectively, build positive relationships, and show increasing confidence in managing their emotions, behaviour and self-care.

Through a rich, inclusive and ambitious curriculum, children develop a secure foundation in early literacy, mathematics, physical development, language, understanding the world and expressive arts and design. They leave Delph with a love of learning, a sense of belonging, and the confidence to learn, grow and connect with their world.

Roles & responsibilities

The Governing Board

The Governing Board has overall responsibility for ensuring that the early years provision at Delph is safe, effective and meets statutory requirements. They will:

- oversee the strategic direction of the setting.
- ensure the policies are reviewed and implemented effectively.
- monitor the quality of provision and outcomes for children.
- support leaders in maintaining high expectations for all children.
- ensure that safeguarding, welfare and educational standards are met.

The Headteacher / Senior Leadership Team (SLT)

The Headteacher and Senior Leadership Team are responsible for the day-to-day leadership of the early years provision. They will:

- ensure policy is put into practice consistently.
- provide clear leadership and direction for Pre-school and Reception.
- monitor teaching, learning and children's progress.
- support staff development through training, coaching and appraisal.
- ensure that the curriculum is ambitious, inclusive and well sequenced.
- monitor safeguarding, welfare and assessment procedures.

Class Teachers and Early Years Staff

All EYFS staff are responsible for providing high-quality care, teaching and learning. They will:

- lead the implementation of the EYFS curriculum.
- plan and provide meaningful, engaging and developmentally appropriate learning experiences.
- create a safe, nurturing and stimulating environment.
- build positive relationships with children and families.
- observe, assess and respond to children's needs and interests.
- monitor children's progress and identify next steps.
- ensure assessment is accurate, useful and used to inform teaching.
- promote independence, curiosity, resilience and agency.
- support children's behaviour, emotional wellbeing and self-regulation.
- work collaboratively as part of a team to ensure consistency and continuity.

- support transitions within and beyond the early years.

Inclusion

At Delph, provision is made for all children regardless of ability, disability, special educational need, medical condition, gender, faith or ethnicity. All children have the right to be treated equally, regardless of their starting points, and we are committed to ensuring that every child is supported to achieve their full potential.

Our EYFS provision is designed to provide a broad, balanced and inclusive curriculum that meets the needs of all children. Through our EYFS teaching, we provide learning opportunities that enable all children to make progress. We do this by setting appropriate learning challenges and responding to each child's individual needs and by continually questioning our provision.

Assessment is used to identify children's attainment, progress and next steps, helping staff to adapt provision and ensure that all children are supported effectively. Delph's SEND Information Report provides further information on our school offer and can be viewed on our school website.

Assessment for Learning

Assessment in the EYFS is an ongoing process, woven naturally into children's play, learning and interactions with adults. Staff spend time playing and learning alongside children, using meaningful interactions, careful questioning and active listening to develop a deep understanding of each child's interests, ideas, language, knowledge and individual needs. This enables staff to skilfully extend children's thinking, model language and learning, and identify when additional support or challenge is needed.

Staff use a range of assessment approaches, including observations, questioning, discussion, active listening and carefully planned tasks, to understand what children know and can do and to inform future teaching. This ongoing assessment helps staff identify gaps in learning, respond to children's interests and ensure that learning opportunities are appropriately matched to individual needs, enabling all children to make strong progress.

In Reception, children's learning and development are assessed throughout the year against the Development Matters guidance, with a final assessment made against the Early Learning Goals at the end of the EYFS.

Reporting to Parents/Carers

We work closely with parents and carers to ensure that every child's transition into school and through the EYFS is happy, secure and successful. This includes preschool or home visits, transition days, parent workshops, reports, weekly home-school journals, parent teacher meetings, Tapestry updates and regular informal communication, tailored to the needs of individual families.

We recognise parents as children's first educators and value the important role they play in supporting learning and development. We work in partnership with parents and carers to support children to become independent, happy learners who thrive in school and achieve their full potential from their individual starting points.

Parents and carers receive an overall assessment of their child's attainment at the end of each academic year in an end-of-year report and can discuss their child's progress at Parent-Teacher Meetings in the autumn and spring terms.

When joining our Reception class, parents are invited to meet the new teacher and visit the new learning environment, and children take part in activities during the summer term like 'picnic in the playground', and 'welcome mornings' to help make transitions smooth and positive for all. In Pre-school, stay and play sessions are offered prior to regular session attendance.

Monitoring & Evaluation

The EYFS policy will be reviewed regularly by the SLT to ensure that it remains effective, up to date and aligned with statutory requirements.

Monitoring will include:

- Learning walks
- Book and learning journey scrutiny
- Observations of teaching and provision
- Review of assessment information
- Parent and pupil feedback where appropriate

Data Protection Statement

The procedures and practice created by this policy have been reviewed in the light of our Data Protection Policy. All data will be handled in accordance with the school's Data Protection Policy.

Data Audit for the Early Years Policy					
What?	Probable Content	Why?	Who?	Where?	When?
Pupil details SEND / IHCP data Assessment data	Name D.O.B. Baseline data Teacher Assessment data	Monitor a child's progress and identifying next steps Well-Being of Your Child	All Staff (as necessary)	Staff electronic records Data is deleted / shredded as necessary	Held on File throughout a child's time at school Key data is passed onto a new School when moving on Some data is archived until the child is 25 (e.g. SEND pupil)

As such, our assessment is that this policy:

Has Few / No Data Compliance Requirements	Has A Moderate Level of Data Compliance Requirements	Has a High Level of Data Compliance Requirements
	✓	

This policy will be reviewed every three years or sooner if legislation / school assessment systems change.